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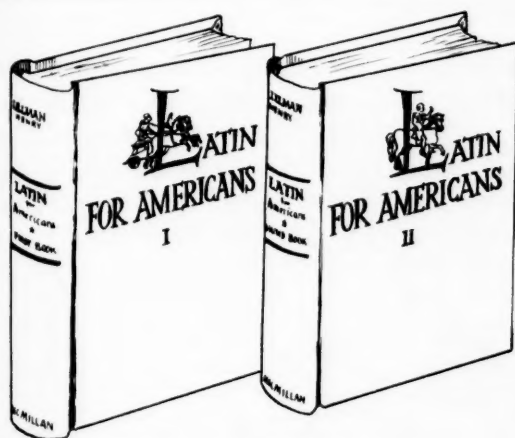
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GENERAL LANGUAGE AND LATIN (Kauffman)

ABSTRACTS OF ARTICLES



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Edward H. Heffner, Editor, Bennett Hall, University of Pennsylvania, Philadelphia 4, Pennsylvania.
Franklin B. Krauss, Secretary and Treasurer, The Pennsylvania State College, Box 339, State College, Pennsylvania.
Associate Editor, Wm. C. McDermott; Contributing Editors: Charles T. Murphy, J. C. Plumpe.

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GENERAL LANGUAGE AND LATIN

Our classes in seventh and eighth grades at Stewart Junior High School are arranged in section groups by taking into consideration previous achievement indicated by teachers' judgment, data from various psychological instruments measuring mental capacity, reading skill, and achievement. This procedure aims to place each pupil in a group where he will be challenged to put forth his best effort.

Ninth-grade students are grouped according to choice of course into Classical, Academic, General, Vocational Industrial, and Industrial Arts. These choices are guided by the same information that is used in the sectional grouping of the lower grades and the data from aptitude and prognostic tests. With all this information as background, the ninth-grade Latin pupils are divided into two groups. There is one class of French and one of German. Because of similarity of expected performance of the pupils in a group, we can expect maximum accomplishment from each individual.

We teach General Language in the eighth grade. When we first started to teach it as an exploratory language course, all of our eight sections in eighth grade were exposed to it. After several years we noted that very few children from the average and low sections chose a foreign language in ninth grade; so it was deemed advisable to teach General Language as an exploratory language course to ONLY the

fastest-moving groups. This has been the practice for three years. The other groups still carry General Language, but it is taught as an English class by English teachers with emphasis on roots, prefixes, suffixes, vocabulary building, and dictionary work.

The two General Language classes that I teach (our two fastest-moving sections) meet twice a week for a whole year. I use as a basic text *In Foreign Lands* by Beth Hughson and Oda Gostick (D. C. Heath & Co., 1934), and as supplementary texts *Adventures In Language* by Tanner, Lawler, and Riley (Prentice Hall, 1941), and a dictionary with good etymologies.

Since the eighth-graders must choose their ninth-grade courses rather early in their eighth year, I start with the languages, although I would rather start with the book *Adventures In Language* as a general background first. After we finish the sample language lessons, we use *Adventures In Language* and then study the etymologies of a group of interesting words and learn how to use the dictionary to find out such information.

In Foreign Lands has about twenty lessons each of Latin, French, German, and Spanish, with appropriate cultural and historical reading material interspersed in each section. Since my topic is General Language and Latin, I shall consider only that language. We follow the same procedure that I am going to describe with French and German, but not with Spanish, be-

cause that language is not offered in ninth grade.

The children are taught to read Latin for pronunciation and comprehension and to translate it; they are required to learn vocabulary words, simple verb, noun, and adjective forms, and to use the correct forms in simple exercises. They are also trained to explain derivatives. They have daily quizzes.

When we have finished the Latin lessons, they are given a true-false test on the cultural material and a comprehensive test on the language. The grade which they earn in the language examination is their final Latin grade.

Before we start the Latin lessons, I ask how many are planning to take Latin in ninth grade, and I keep a record of their names. I watch those pupils very carefully in order to observe their work habits and their accomplishment. They are reminded from time to time that they are expected to do the best work of which they are capable in order to qualify for a recommendation. When we have finished the Latin lessons I ask the same question. I have found that over a period of years the weakest ones eliminate themselves. Those that qualify, become successful C.P. Students.

First let me give you a general picture of our testing program and how we use the statistical data obtained from these tests. As a basic instrument to measure general ability or capacity, we use the Kuhlmann-Anderson Test of Mental Ability. The proper procedure would be to administer at least five group tests of this type and use the median mental age and ratio (I.Q.).

Kuhlmann-Anderson data are treated by statistical procedure and the following measures of central tendency and variability are determined: Mean, Median, first quartile (Q1 25%ile), third quartile (Q3 75%ile), standard deviation, ratio (I.Q.) that represents $+1$ sigma, -1 sigma, etc.

From this interpretation of data a graph is made depicting the allocation on the standard scale of every pupil according to the entire grade group to which the pupil belongs and also his relation to other pupils in his particular section. A graph of this sort is available to every teacher for every section which he or she teaches. The

teacher can, therefore, see at a glance, so far as general ability is concerned, what pupils may be expected to do outstanding work, which ones will probably do average work, and those that may have a limited amount of scholastic aptitude and perhaps require more individual attention.

When a teacher, using the graph, finds that there are pupils in the class who are not achieving at the level of indicated relative capacity, an individual study is made of that pupil. Perhaps an individual test, the Stanford Binet, or in some cases Wechsler-Bellevue Scale, is given: sometimes a personality test or social maturity scale is used to find out if there is a blocking from an emotional situation. Whatever data are available from prognostic or aptitude instruments are surveyed and a change in course or section placement is often suggested by the details of this study.

Reading tests are given to seventh-grade pupils. A diagnostic chart is made for each individual student depicting vocabulary ability, ability to get the general idea or specific central thought from the reading, etc. A complete percentile scale is built from these data, so that it is possible to tell in a moment just where any pupil has allocated himself on this scale by his performance in this test.

Prognostic tests (these are truly indicative of the measure of scholastic ability that the pupil has to pursue these subjects) are given to pupils selecting the ninth-grade Academic or Classical Course. In May a foreign language prognosis test (The Symonds Foreign Language Prognosis Test based on Esperanto) is administered to all pupils in our district and from outlying districts who plan College Preparatory work in ninth-grade and in senior high school. An entire percentile scale 1-100 is built from these data.

In September all ninth-grade C.P. students are given the Lee Algebra Aptitude Test; those pupils taking Latin are given the Orleans-Solomon Latin Prognosis Test; and pupils taking French or German are given the Luria-Orleans Test. The median, first, and third quartile are determined statistically with these data.

The ninth-grade students pointing toward commercial courses in senior high are given the

Minnesota Vocational Test for Clerical Workers. An entire percentile scale is built from these data.

The Detroit Mechanical Aptitude Examination is given to all Industrial Arts and Vocational Industrial students before placement in courses in ninth grade. From these data a rating is determined as to mechanical aptitudes. A mechanical aptitude age is indicated, as well as abilities in motor skills, visual imagery, and mechanical information.

These aptitude instruments are found to be valid. An Algebra teacher said last June, when comparing the pupils' final grades with their scores on the prognostic Algebra test, 'I could almost have made out my final grades when the Algebra test was given last September.' I have found the same to be true in Latin, French, and German. In the class records of these tests, the scores are listed from highest to lowest. The final Latin grades when placed beside them almost exactly parallel the test scores. All the D's, with a very few exceptions, are grouped at the end. You notice that I have not mentioned F's. I have not had any failures in first-year Latin, French, or German since we started using this plan, five years ago. The senior high school teachers and principal have found the results of our guidance so satisfactory that they are training one of their teachers to carry on in senior high school.

Stanford Achievement Tests are given to all pupils at the end of each grade year. Data known as total average score as well as equated scores for each battery in the test are treated by statistical method so that, along with the grade status indicated by the obtained score as recorded on the grade of each individual test, it is possible to know the percentile allocation of any pupil on the test as a whole or on any individual test of the battery.

The latter information is used very materially in determining placement as to section or course. It is particularly useful in helping parents to understand the course in which a pupil is likely to succeed and the subjects with which he may have difficulty.

Other instruments are the Kuder Preference

Record, wherein the channels along which interests seem to trend are suggested. As aptitude and interest often show high correlation, this is of definite value in guidance work.

We use an English diagnostic test, from which English teachers are able to plan their course of study according to the remedial work made manifest by this instrument.

The American Council of Education Psychological Examination will be given to all C.P. students before they go to high school. This will substantiate capacity indicated by intelligence and aptitude tests, as well as achievement instruments and subjective grades of teachers.

Before we examine three typical actual cases, let me tell you more specifically how our plan works in the case of General Language and Latin. All eighth-grade pupils who choose Latin as their foreign language in ninth grade are rated by their English, Mathematics, and General Language teachers on the basis of their achievement in their subjects and whether or not the teachers feel that they can succeed in C.P. work in ninth grade. These facts, in addition to the statistical data available for all these pupils, are considered by our Guidance Counsellor, who is also a Psychologist; and then a recommendation is made.

If a pupil reveals an all-around weakness, the teacher calls the parents into conference, shows them their child's standing in relation to the rest of his class and recommends against the pupil's electing Latin and against the idea of pursuing his C.P. work. (We find that a child is often weak in both Latin and Algebra.) If the parents insist that their child continue in the course, the pupil is permitted to stay, provided that he be tutored in addition to being given such extra help as his regular teacher is able to give him.

All ninth-grade students must have an average of C+ or better in both Latin and Algebra in order to qualify for the second year of C.P. work in tenth grade. We have four report periods in a year. If, at the end of the first period and at the end of the first semester of ninth grade, a pupil has a D or F grade, it is recommended at each period that he change his course. If the parents still insist that he stay in

the course, he is permitted to remain. However, if at the end of the second semester, he has not yet reached a C+ or better average, he is not permitted to continue in the C.P. course in tenth grade, but may take a General Course with an Academic pattern; i.e., he may carry Latin, but in the General Course, still hoping to meet C.P. standards. If he can accomplish this by the final semester of twelfth grade, he may be graduated as a C.P. student. We have found, actually, that those who failed to attain a C+ or better in the ninth grade, rarely achieve it in tenth grade and usually drop out of the course during that year, or soon thereafter.

Now let me cite a few actual cases, to show you how our plan has worked out in practice:

This is the case of Dick. When Dick's chronological age (C.A.) was 11.5 he was given the Kuhlmann-Anderson Test of Mental Ability and his I.Q. was indicated to be 109. At the age of 13.3 he was given a Binet, and the I.Q. suggested was 123. Remember that the K.A. is a written group test and the Binet an individual test. We may assume that Dick probably has 'paper and pencil difficulty' and that his written school work will be inferior to his oral work.

When Dick was 14.6 years old and in ninth grade, he took the Stanford Achievement Test. His Age Equivalent based on Total Average Score was 15.1 and his Grade Equivalent was 10.9, which seemed to indicate that he was ahead of his grade in general achievement. However, in the Language Usage part of this test his Age Equivalent was 12.0 and his grade level 7.0. So we may assume that Dick is going to have language difficulty, as low verbal ability is indicated in each case.

In the Spring of eighth grade, Dick was given the Symonds Foreign Language Prognosis Test and made a score of 43. The median for that year was 45, which placed him in the 44th percentile. (He was as good as or better than 44% of the population tested by this test.)

In the Fall, he was given the Orleans-Solomon Latin Test and made a score of 134. The median for that year was 153.75. Dick's performance placed him at about the 34th percentile.

His eighth-grade English mark was C; Mathe-

matics D; General Language Latin Grade F (54 out of 100 points). He was NOT recommended for ninth grade C.P. work, but both Dick and his mother were very desirous that we permit him to try this type of work. Dick said he had not worked as hard as he could, and promised to do better.

Dick took the Classical Course in ninth grade. His first and second period grades in Latin were F. We wrote a note to the family suggesting a change of course, in the light of his record. His mother did not want him to go into the industrial work (as a matter of fact, the shop men did not recommend him for their work either) or into the General Course, where he could have had a course in Business Training, which we felt would be useful to him in his prospective career as a cartoonist.

He remained in the course and was tutored during the second semester in both Latin and Algebra. At the end of his ninth year his grades were: Latin D-; English D; Civics, D; Algebra F; Science D. He was NOT recommended for C.P. work in tenth grade.

Dick was still anxious to take a second year of Latin, and thus he was placed in the General Course with an Academic pattern. He borrowed a Latin book over the summer, and used it, according to his own statement, with the following results at the end of the first period for grades in tenth grade: Latin F; English D; Biology D; Plane Geometry F; Mechanical Drawing C. This is the latest information available about Dick.

The case of Richard:

On the record that came to us from Richard's previous school, his I.Q. was listed as 86. I observed him very carefully and noted that he was accomplishing more than I expected that he would be able to do in light of a measured general ability. In September of ninth grade he was given a K.A., the performance on which indicated an I.Q. of 95. Since that still showed low average ability, I recommended that a Binet be given him. The ratio suggested was 110. This, again, may indicate a 'paper and pencil' difficulty, as in the case of Dick above.

When his C.A. was 15.2 he was given the Stanford Achievement Test. His age equivalent on

the total average score was 14.0 and grade level 9.0. (He was then in ninth grade.) In the Language Usage part of the test his age equivalent was 14.6 and grade level 9.5, which placed him at the 50th percentile.

On the Symonds Prognosis Test he made a score of 34. The median was 35. On the Orleans-Solomon Latin Prognosis Test he made a score of 78. The median was 153.75. From these data we drew the conclusion that, although Richard had average ability in English usage, he could be expected to be weak in foreign language work and particularly weak in Latin. If he had gone through our eighth grade and General Language, we might have had more suggestions as to aptitudes.

Richard's final marks in ninth grade were Latin C-; English D; Civics D; Algebra C+; Science C. (We had no record of his eighth-grade grades.) His record in Latin was better than had been anticipated, because he worked hard—but not consistently—he was tutored for a time, and I helped him as much as I could. Since he had to have a C+ average, he was NOT recommended for Latin.

He wishes to be a Chemical Engineer, and the family is anxious to send him to college; so it was arranged that he be scheduled for the second year of C.P. work, since he had C+ in Algebra, PROVIDED that he be tutored 30 hours in Latin by a recognized tutor and take a re-examination in which he had to make a grade of B+, or better. His mother agreed to this. We have her signed note. He was NOT tutored, he did NOT report for the re-examination and got into the C.P. course in tenth grade, with the following results at the end of the first period of grades: Latin F; Plane Geometry F; Biology F; English D. This is the latest information on Richard.

Now my last case may seem irrelevant or immaterial, but it is being offered to show that not all children with high I.Q.'s should be directed into C.P. work without further study of their capacities and interests. Elbert also did not go through our eighth grade, where much of this could have been settled instead of in ninth grade. He was going to be placed in the Classical Course

without question because of his superior intelligence, when our Guidance Counsellor discovered that he had an interest in mechanical things. He was tested for language ability and mechanical aptitudes with the following results:

Early in September he was given a K.A. with the resulting I.Q. of 129. On the Terman McNemar his I.Q. was 147 and on the Stanford Binet the ratio suggested was 136, which gave him a classification of 'Superior Intelligence' upon each occasion.

His eighth-grade marks were all A's and B's, with an A in English. On the Lee Algebra Test his score was 123.9. The median was 104. On the Orleans-Solomon he made a score of 96. That median was 102.7.

On the Detroit Mechanical Aptitude Examination his C.A. was 14.1 and his Mechanical Aptitude Age was 15.11, with a rating of B. He has outstanding ability in lines requiring visual imagery. This was also indicated in the Binet. On the Wechsler-Bellevue Scale his Verbal I.Q. was 125 and his Performance I.Q. 113; his General Capacity Ratio (I.Q.) was 121, which indicated a Bright Normal to Superior classification. On the Kuder Preference Record there were the following results:

Mechanical	87%ile	Artistic	95%ile
Computational	1%ile	Literary	80%ile
Scientific	54%ile	Musical	62%ile
Persuasive	76%ile	Social Service	10%ile
	Clerical	2%ile	

This combination of mechanical and artistic ability is a good one for skilled work.

The pupil is very logical in his explanation of reasons for his choice. He indicates decided interest in mechanical work and desires to earn a living in a vocation requiring some kind of trade skill. He wants to design machines and, I believe, has already designed several. He is very happy and successful in his vocational work, and it would have been a very grievous error to place him in a Latin class on the basis of his high I.Q. alone, without further investigation.

A conclusion that one might draw from this report is that we have made a beginning in the

right direction, but that there is still more that can and should be done in order to guide youngsters into the courses for which they are best fitted according to innate qualities, and to keep them working, so that they can prepare themselves for a well-adjusted and happy maturity.

GRACE I. KAUFFMAN

STEWART JUNIOR HIGH SCHOOL
NORRISTOWN, PENNSYLVANIA

ABSTRACTS OF ARTICLES

Prepared under the supervision of Professor Charles T. Murphy of Princeton University, Princeton, New Jersey.

ANCIENT AUTHORS

Apollonius of Rhodes. A. DAIN. *Sur un Passage d'Apollonius de Rhodes. Argonautica* 1.775-94 found in papyrus published 1901 (*Amherst Papyri* XVI, verso), identified 1902. Analysis, while offering no important changes in text, proves establishment of text of lines 788-9: Apollonius' earliest version, preserved by scholiast, already superseded by second or third century, date of papyrus, since papyrus gives same revised version found in mss.

RPh 17 (1943) 56-61

(Taylor)

Cicero. WALTER ALLEN, JR. *Cicero's House and Libertas*. The term *libertas* was a political catch-word in the Roman politics of Cicero's day and was used as a slogan by both the *optimates* and by the popular party. Members of an opposite party were regularly accused of aiming at tyranny or regal powers. Cicero himself was called *rex*, *peregrinus rex*, and *tyrannus atque ereptor libertatis* after the execution of the Catilinarian conspirators. His house was to him, and to the Romans, a symbol of his position in Roman politics. This was the reason why Clodius erected a shrine to Liberty on a portion of the site of Cicero's house during Cicero's exile. This implied that Cicero's actions had been treasonable. Cicero's insistence on reestablishing his home with the consent of the state was, then, based on a desire for a vindication of his past career and of his political morality.

TAPA 75 (1944) 1-9

(Bourne)

Euripides. SUZANNE RAS. *Iphigénie a Aulis*, 1522-3. Read *θηρῶν* for *θεῶν* in 1522, in keeping with conception of Artemis as *πόρνια θηρῶν*; change order of phrase to *θηρῶν ἀνασσάν* and transfer it to beginning of 1523, solving metrical difficulty.

RPh 18 (1944) 173-4

(Taylor)

Horace. WILLIAM HARDY ALEXANDER. *What are teretis plagas?* (Horace, *Odes* I. 1.28). There is a regrettable tendency on the part of editors to repeat thoughtlessly earlier notes. One example of this practice is the treatment of the Horatian phrase *teretis plagas*.

A study of the meaning of *teres* in Catullus and elsewhere in Horace leads to the conclusion that here the nets are bulging from the impact of an animal against them.

TAPA 75 (1944) 15-9

(Bourne)

Livy. E. DE SAINT-DENIS. *Les Énumérations de Prodiges dans l'Oeuvre de Tite-Live*. Lists of prodigies regular in Livy for almost every year from 218 B.C., consistent with traditional records of *Annales Maximi* and earlier annalists. Analysis of Livy's lists reveals artistic plan, dramatic gradation with chronological or geographical arrangement. Evidence in Cicero cited for degree of alarm aroused by various types of prodigies, other lists in Livy analyzed in light of this, found to have clear arrangement of prodigies in ascending or descending scale of terror; Livy's interest in and understanding of mass psychology discussed, and his concern to enter into the spirit of the scenes depicted, found to be illustrated in the careful art of these lists.

RPh 16 (1942) 126-42

(Taylor)

Lysias. J. VENDRYES. *L'Infinitif Substantivé dans la Langue de Lysias*. Extensive development of substantive infinitive with neuter article from simple phrase to elaborate clause, important phase in history of infinitive. Use of construction by Lysias very limited and slight; detailed analysis of instances, with consideration of Lysias' careful artistry, reveals sparing use for definite effects. Evidence of Sophocles, Euripides, and others indicates that at beginning of 4th century construction was not common in popular speech and belonged rather to grand and elevated style or philosophical discourse. Noteworthy that speech attributed to Lysias in *Phaedrus* contains only one sure instance of the construction, in marked contrast to rest of dialogue. Usage reached peak of popularity later, contributing to change in concept of infinitive from category of verb to that of noun.

RPh 18 (1944) 113-33

(Taylor)

New Testament. WILLIAM H. P. HATCH. *A Note on Matthew 6.33*. The most primitive reading is that of the Codex Sinaiticus, though it is not satisfactory as it stands. The difficulties may be solved by emending *αὐτοῦ* to *αὐτῆς*, on the assumption that the person who translated the sentence into Greek had a slight, and not unnatural, misunderstanding of the Aramaic original.

HThR 38 (1945) 270-2

(Walton)

New Testament. BRUCE M. METZGER. *The Caesarean Text of the Gospels*. A detailed review of the recent investigations into the various manuscript-families which make up the so-called Caesarean text, with suggestions as to some of the tasks and problems that remain to be investigated.

Journal of Biblical Literature 64 (1945) 457-89

(C. T. M.)

New Testament. BRUCE M. METZGER. *St. Paul and the Baptized Lion*. (Apocryphal vs. Canonical Books of

the New Testament.) Some recent additions to the already known apocryphal 'Acts of St. Paul': the text of the new fragment (eleven fragmentary pages of a papyrus published by Carl Schmidt in 1936) is here translated into English for the first time. The fragment relates a tale of St. Paul's encounter with wild beasts in the arena at Ephesus. Metzger also discusses the value of such apocryphal documents, and the emergence of the Canon of the New Testament.

The Princeton Seminary Bulletin 39 (1945) 11-21

(C. T. M.)

Petronius. PIERRE GRIMAL. *Note a Pétrone, Satiricon 26.* Inscriptional evidence that Carpus, name of Trimalchio's carver, was also the name of a number of slaves and freedmen during the empire. C. I. L. 6. 8470, evidence of a Carpus, slave of Pallas, slave and later freedman of Nero after Pallas' death, gives some support to theory of identity of Trimalchio and Nero.

RPh 15 (1941) 19-20

(Taylor)

Petronius. PIERRE GRIMAL. *Sur Quelques Noms Propres de la Cena Trimalchionis.* Names of various characters on analysis reveal possible allusions of importance for interpretation of the work. Thus, the Pompeius in Trimalchio's name would recall not only its symbolic significance for the senatorial opposition under Nero, but the last direct survivor, Sextus Pompey, victim under Caligula because of vast estates comparable to Trimalchio's; cognomen Maecenatianus had obvious associations with imperial house; praenomen Caius was that of Caligula. The combination of names would thus evoke thoughts of crimes of the ruling family, and the name Trimalchio itself, of Oriental origin, an Oriental tyrant. Further suggestions concerning other names: Seaurus, Pansa, etc. Such allusions were part of the character of the book and the technique of type, with evocation of atmosphere and criticism of age through allusive fiction.

RPh 16 (1942) 161-8

(Taylor)

Pliny. E. DE SAINT-DENIS. *Quelques Révues de Pliny l'Ancien dans ses Livres des Poissons.* N. H. 9 and part of 32, devoted to description of aquatic life; Aristotle was chief source. Careful analysis of several texts and comparison with Aristotle made. Many blunders in Pliny were due to compression, haste, carelessness, zest for mirabilia, sometimes misunderstanding of Greek text. Further errors of modern editors. Much research needed in etymology, in careful comparison with other ancient accounts, in comparison with results of modern ichthyology, and first-hand investigation.

RPh 18 (1944) 153-72

(Taylor)

Strabo. P. MEILE. *Note Critique sur l'Inde de Strabon.* Two types of Indian sages referred to in *Geography* 15. 59 p. 712: Βραχμῆνες clearly means Brahmins; difficulty in other form, Γαυῆνες. Mss. and palaeographical principles lead to rejection of suggested reading Σαυῆνες and to acceptance of Ζαυῆνες. Conclusions: (1) correspondence between Skr. ṣa. and Greek Ζ; (2) improbability of independence of Strabo mss. in view of unanimity of false reading.

ability of independence of Strabo mss. in view of unanimity of false reading.

RPh 15 (1941) 163-5

(Taylor)

Sophocles. PRESTON H. EPPS. *Sophocles: Mere Conservative or True Seer?* Argues against interpretations of Sophocles which label him as a mere conservative, the upholder of the established order, unpained by any injustice or suffering in the world around him; also criticizes interpretations based on the supposed differences in the times in which Sophocles and Euripides grew up and wrote. The writer then interprets and illustrates the famous dictum of Matthew Arnold that Sophocles 'saw life steadily and saw it whole.'

(C. T. M.)

Studies in Language and Literature*

* The University of North Carolina Sesquicentennial

Publications = N. C. Studies in Philology 42 (1945)

Vergil. JACQUES AYMARD. *Immanem veluti Pecora inter Inertia Tigrim.* Vergil's treatment of wild animals in similes and description of the hunt: influence of Homeric simile, zeal for hunting in Augustan physical training program, theme of sculpture, philosophic inquiry on animal soul and intelligence, *venatio* of amphitheatre. Lion, wolf, boar, and deer: Homeric details imitated, fused, adapted; further details revealing Italian knowledge and observation, local lore. Tiger unknown to Greeks before Hellenistic age, literary allusions before Vergil scanty; appearance in accounts of Bacchus' cortege in Vergil and Horace, banished explicitly from life of Golden Age, perhaps first appearance in epic in *Aeneid* 11.577 and brief simile about Turnus (9.730); possible imperial connotations in stress on *Indian* tiger.

RPh 18 (1944) 69-83

(Taylor)

Vergil. P. D'HÉROUVILLE. *La Poésie des Céréales dans les Géorgiques.* Reflections and literary observations on Books I and II, the poetic and didactic vocabulary, the poet's feeling for the earth, interest in the farmer's equipment, the various grains, seeds and their selection, the process of growth, animal pests; emphasis on the artistry in the treatment of the most trivial details; Vergil is first the poet, but his accuracy and technical knowledge are indisputable.

RPh 15 (1942) 29-42

(Taylor)

Vergil. E. ADELAIDE HAHN. *The Characters of the Eclogues.* This paper reviews the earlier views on the identification of the various characters in the *Eclogues*, and arguments are offered for identifying the *iuvenis* of 1. with Octavian, the *puer* of 4. with Julia, *Daphnis* in 5. as Julius, and *Silenus* of 6. with Siro. The order of composition of the *Eclogues* is suggested as 2, 3, 7, 8, 5, 9, 6, 1, 4, 10 on the basis of earlier research and of Vergil's attitude toward his own art as expressed in the poems. In this arrangement it is noted that some of the characters develop in age and in other ways. The *Eclogues* are arranged in 3 triads, followed by one poem which reflects all the others.

TAPA 75 (1944) 196-241

(Bourne)